DOCUMENT RESUME

ED 176 515 EC 120 685

AUTHOR	Young, Sandra Gales; Johnson, John I.
TITLE	P.L. 94-142 Training Aid. May 1979.
INSTITUTION	East Carolina Univ., Greenville, N.C. School of Nursing.
SPONS AGENCY	Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
PUB DATE	May 79
GRANT	G007602988
NOTE	14p.
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Elementary Secondary Education; *Federal Legislation; *Handicapped Children; *Inservice Education; Inservice Teacher Education; Instructional Materials; Teacher Evaluation; Teacher Workshops
IDENTIFIERS	Education for All Handicapped Children Act

ABSTRACT

Intended for faculties, classes, student organizations, and other groups interested in the handicapped, the training package is designed to provide a workshop on the major provisions of P.L. 94-142 (the Education for All Handicapped Children Act) and to provide opportunities to discuss the law's implications within participants' academic programs. Contained are the following: a set of managers instructions, a preworkshop study guide, discussion leaders instructions, workshop format, pre- and post-assessment instruments, and a workshop evaluation instrument. (SBH)

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MOTON EDUCATION FOR THE HANDICAPPED PROGRAM

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P.L. 94-142 TRAINING AID

May, 1979

developed by
Sandra Gales Young, Ed.D.
John L. Johnson, Ed.D.

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This document was produced through a special project funded by Grant No. G007602988 from the Handicapped Children's Early Education Program, Bureau of Education for the Handicapped. The Robert R. Moton Memorial Institute, Education for the Handicapped Program is solely responsible for the materials presented in this document.

Dear Colleague:

Enclosed is a new training aid, developed by Sandra Gales Young and John L. Johnson of the Moton Education for The Handicapped Program. It contains the following elements:

A. A set of Managers Instructions.
B. A Pre-Workshop Study Guide.
C. Discussion Leaders Instructions.
D. Workshop format.
E. Pre-assessment Instruments.
F. Post-assessment Instrument.
G. Workshop Evaluation Instrument.

The package is designed to provide training for as large or as small a group as can comfortably be managed. It can be used for faculties, classes, student organizations, and other groups interested in the handicapped.

It can be duplicated and we urge you to use it as a module in both regular and special education programs. All that we ask is that you:

(1) give appropriate credit to its source: The R. R. Moton Memorial Institute, Education for The Handicapped Program.

(2) that you summarize the results of the workshop evaluation instrument and send the results to us.

Obviously, you will have suggestions for improvement and for extension of this type of training. Please let us know. Your comments and suggestions are welcomed.

John L. Johnson, Ed. D.
Senior Program Officer
and Director, MEHP

WORKSHOP FORMAT:

The Primary Task

The primary task of this workshop is to provide opportunity for study of the major provisions of PL 94-142 and for participants to be able to discuss its implications within their academic programs.

Time	*Event*
5 *minutes*	brief introduction of the format and expectations by a workshop manager.
10 minutes	administration of a brief pre-assessment.
15 minutes	viewing of a multi-media presentation.
50 minutes	study groups
20 minutes	general session and group reports.
10 minutes	administr tion of the Post-assessment
10 minutes	Workshop evaluation

(TOTAL = (2 hours.)

Assumptions

1. Each of the participants has received and read the pre-workshop study guide.
2. Each of the participants has written out two discussion questions and will hand them in to the workshop manager.

Ground Rules

1. Each participant is responsible for his/her own learning.
2. The manager role is not as a lecturer or to respond to questions pertaining to workshop content.

P.L. 94-142: THE EDUCATION FOR ALL HANDICAPPED CHILDREN ACT (1975)

MANAGERS INSTRUCTIONS

1 Your primary task is to function as a manager of learning for others and as a discussion leader. This does not include lecturing, being a knowledgeable informant or an authority on PL 94-142. The managers role is primarily to assist learners in using their own capacity. Your task is to manage.

2. Be certain to study the workshop materials very carefully. You should be very familiar with the purpose and format of the workshop, prior to setting it up for others.
3. Be certain to carefully identify the participants and inform them of the following: (a memorandum from you to them would be a good idea)

   3.1 That they should carefully study the pre-workshop materials.

   3.2 That they should bring two written questions which you will collect.

   3.3 That they should plan to be on time for the workshop and plan to be present, uninterrupted for the allotted time period. (2 hours)

4. Distribute the Pre-Workshop Study Guide.
5. Arrange for the Council for Exceptional Children Multi-Media presentation: PL 94-142 Works for Children. Also arrange for the filmstrip viewer and cassette player, the screen, and back-up equipment, if necessary.
6. Assure that there is a comfortable site for the workshop, with sufficient chairs, ventilation, etc.
7. Formulate a procedure for assigning participants to study groups of not more than 5-6 persons per group.
8. Arrive at the workshop site at least 30 minutes ahead of time to arrange the room and greet participants.
9. Collect the questions from participants and hand out the program.
10. Begin the workshop exactly at the stated time (end at the stated time) and keep within each of the time boundaries in the program.
11. Welcome the participants and give them a brief overview of the workshop; give out study group assignments, and collect any further written questions. Administer the pre-assessment.
12. Briefly introduce the Multi-Media presentation and show it to the participants.
    Show Filmstrip 1: "P.L. 94-142 Works for Children (14 mins.)
13. Direct participants to their designated study groups, ask each group to identify a discussion leader. Hand out the discussion leaders guidelines and at least two questions to work on.
13. Visit with each study group to be certain that they are on task. Get them back on task, if necessary. Do not attempt to clarify the questions. Do not answer content questions. Help the groups to use their own resources by asking: "Is there someone in the group who can provide the answer to your question?"
14. Give participants ten (10) minutes advance notice of the general session.
    a. Bring the general session together and collect the hand-written products.
15. Call for group reports and allow for reactions. You may clarify points but do not summarize.
16. Hand out the Post-assessment and the Workshop Evaluation and instruct the participants to complete all items.
17. Collect the Post-assessment and the Evaluation forms and dismiss the participants.
18. Correct the Post-assessment and summarize the findings.
19. Summarize the workshop Evaluation Data and send it to MEHP, along with any comments about the Post-assessment data.
20. This is where the real work begins — Planning next steps? Finding more information? Other workshops?
    Answer the following question:

    The workshop experience for this group was _____,

    and now they need _____

    _____

STUDY GUIDE

A. Title: Public Law 94-142: The Education For All Handicapped Children Act (1975)

This study guide is designed to assist in orienting you to what has been called a landmark piece of educational legislation. The topic under study is a matter of serious public policy in so far as the educational system is concerned and the law itself and its congressional intent is already having considerable effect. Recognition of the challenge to society, to academic education, to local school systems, and to each of us as professionals is critical, if the exceptional child is to realize his/her potential within the framework of our democratic ideals.

In this study guide, you should be concerned with obtaining necessary background data to permit you to understand why integration of the handicapped is important and how, by public policy, it is to be carried out in educational systems throughout America. Finally, the study of the content and participation in discussions with colleagues and peers should enable you to develop your thinking and knowledge about the new role which the field of special education must assume if the policies of PL 94-142 are to be achieved.

B. Objectives:

Upon successful completion of the workshop, the learner will be able to:

1. State the social policy intent of the law.
2. State how handicapped children, special education, and related services are defined according to P.L. 94-142.
3. Cite the age groups who are to benefit from this Act.
4. List the child service priorities for use of federal funds as set forth in the Act.
5. State two succinct reasons why P.L. 94-142 limits the number of children with specific learning disabilities to be counted for entitlement and two succinct reasons for the 12 per cent counting limitation.
6. Identify the major requirements which must be met under this Act and the document which contains all of these major assurances.
7. State when all handicapped children must be served if a state and its localities are to continue to receive funds under this Act.
8. List the essential elements of an IEP.
9. List the procedural safeguards afforded handicapped children and their parents or guardians with respect to the provision of a free appropriate publicly-supported education.
10. State what procedures must be established in your program to assure that each handicapped child will receive a free appropriate public education.

C. Terminology and Concepts:

Special Education
State Plan
Procedural safeguards
Handicapped Children
Unserved Children
Free public education
Comprehensive Personnel Development System
Severely Handicapped
Related Services
P.L. 94-142; P.L. 89-313
Confidentiality
Child Priorities
Architectural Barriers
Specific Learning Disabilities (SLD)
Individualized Education Program
Non-discriminatory Assessment
Least Restrictive Environment
Preschool Incentive Grant

D. Learning Activities:

Part I:

1. Read C.E.C. Synopsis of P.L. 94-142 prior to workshop.
2. Bring the following to the workshop:
   (a) study guide
   (b) C.E.C. Synopsis
   (c) Write two discussion questions as a result of your reading the C.E.C. Synopsis.

Part II:

1. Introduction to P.L. 94-142 Workshop
2. View the filmstrip: "P.L. 94-142 Works for Children"
3. Discussion Group
4. Post Assessment and Workshop Evaluation

E. Study Questions:

1. What will be required in your facility to meet the requirements concerning architectural barriers?
2. Is there special encouragement to serve preschool handicapped children?
3. How are the terms: "Handicapped Children", "Special Education", and "Related Services" defined?
4. What age groups may benefit from this Act?
5. Are there priorities for the expenditure of funds? If so, what are they?
6. Is there a limit on the number of children who can be counted as handicapped for purposes of the federal formula? On the number of children with specific learning disabilities?
7. What are the eleven (11) major requirements under this Act?
8. When must all handicapped children be served?
9. What procedures are contained in the Act to protect the educational rights of handicapped children and their parents?
10. How are federal monies to be utilized to implement this Act?
11. What is the role of the formal advisory panel mandated under this Act?
12. How are colleges and university training programs expected to be involved in implementation of this Act?
13. What is the role of the State Education Agency?

Supplementary Activities:

1. Contact the State Office for the Handicapped and try to obtain a copy of the Current State Plan.
2. Read the following:
   (a) Weintraub, F. and Abeson A., "New Education Policies For the Handicapped: The Quiet Revolution" *Phi Delta Kappan,* 1974, 55(8), 526-529
   (b) *Federal Register,* Tuesday, August 23, 1977, Part II, pp. 42474-42518, Education of Handicapped Children, Implementation of Part B of The Education of The Handicapped Act.
3. Reproduce the workshop and present it to one or more of your classes or to other groups as a separate learning module.

Reference:

Weintraub, F. J., Abeson, A., Ballard, J., and LaVor, M. L. (Eds.) *Public Policy and The Education of Exceptional Children,* Reston, Virginia: Council for Exceptional Children, 1976.

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PL 94-142: THE EDUCATION FOR ALL HANDICAPPED CHILDREN ACT (1975)

DISCUSSION LEADERS INSTRUCTIONS

1. The primary task of your study group is to discuss the two questions which have been assigned to your group. The product which should come from your group is one or more statements which answer the questions.
2. Your primary task is to keep the group working on task and to report the product(s) of the group to the entire workshop.

   - Can your group formulate one or more behavioral objectives as a product?
   - What are the implications of PL 94-142 in your academic training programs?

3. *Methods*

   A. Begin by going around the group, asking each participaant for his/her brief reaction to the multi-media presentation. Give your own reaction last. Do not permit anyone to speak again until everyone has had one opportunity to give a reaction statement.
   B. Read the primary task of the study group and read the two questions to the group. Lead the discussion on the questions.
   C. Once the group has a product, write it down in a presentable form and hand it in to the manager.
   D. Report the product to the entire workshop.

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PL 94-142: THE EDUCATION FOR ALL HANDICAPPED CHILDREN ACT (1975)

PRE-ASSESSMENT: P.L. 94-142

Circle each of the correct answers:

1. P.L. 94-142:

   a. is the Education For All Handicapped Children Act.

   b. is the most comprehensive piece of legislation for the handicapped to become federal law.

   c. holds the Local Education Agency (LEA) responsible for assuring all handicapped children a free appropriate public education.

   d. sets as national policy the proposition that education must be extended to handicapped persons as their fundamental right.

   e. all of the above.

2. P.L. 94-142 was signed into law in _____.
   (year)

3. Parents, handicapped individuals and other interested persons can keep abreast of what is happening in their State or community to implement P.L. 94-142 by requesting a copy of _____ from: _____

Circle each of the correct answers.

4. For purposes of P.L. 94-142, handicapped children are defined as:

   a. mentally retarded.
   b. hard of hearing.
   c. slow learner.
   d. speech impaired.
   e. visually handicapped.
   f. seriously emotionally disturbed.
   g. orthopedically impaired.
   h. specific learning disabilities.
   i. socially maladjusted.
   j. deaf.

5. A given State must have established priorities for providing a free, appropriate public education in the following manner:
   1st Priority _____
   2nd Priority _____
   3rd Priority _____

6. Handicapped individuals ages _____ to _____ may benefit from the Act.

7 ALL handicapped children must be served by _____.
(date)

8. Mainstreaming means that handicapped children and their _____ peers must be educated in _____.

9. If a statement of one of the major requirements of P.L. 94-142, put an X in the Blank. Use NA for not applicable.
   _____ a. guarantees the opportunity for a free public education
   _____ b. guarantees complete due process
   _____ c. assurance of actual appropriations
   _____ d. assurance of "Full Service" goal and detailed time table
   _____ e. assurance of special education being provided in the least restrictive environment
   _____ f. assurance of a Parent Advocacy Group
   _____ g. assurance of the maintenance of an individualized program for all handicapped children
   _____ h. assurance of extensive child identification procedures
   _____ i. guarantee of policies and procedures to protect confidentiality of data and information
   _____ j. assurance of nondiscriminatory testing

TRUE or FALSE

_____ 10. There is a limit on the number of children who can be counted as handicapped for purposes of the Federal formula.
_____ 11. P.L. 94-142 guarantees actual appropriations.
_____ 12. In the first year of the new formula, 75% of the monies would be allocated to local education agencies and 25% to State education agencies.
_____ 13. P.L. 94-142 is intended to help pay for special education and related services for handicapped children.
_____ 14. Maintenance of programs and procedures for comprehensive personnel development including in-service will be necessary in order to comply with P.L. 94-142.
_____ 15. If P.L. 94-142 is to be effective, there must be a systematic program to provide "handicapped content" in all teacher/administrator preparation programs.

PL 94-142: THE EDUCATION FOR ALL HANDICAPPED CHILDREN ACT (1975)

POST-ASSESSMENT

1. Define handicapped children, related services and special education:

_____

_____

_____

_____

2. The intent of P.L. 94-142 is: _____

_____

_____

3. The following age groups will benefit: _____

4. P.L. 94-142 limits the number of children who can be counted as handicapped so that: _____

_____

_____

5. ALL handicapped children must be served by: _____

6. Five essential elements of an IEP include:

_____

_____

_____

_____

_____

7. Handicapped children and their parents or guardians have the right to _____

_____

if they do not feel the placement decision made by the local education agency is appropriate.

TRUE or FALSE

_____ 8. No single testing or evaluation procedure may be the sole criterion for determining an appropriate program for a child.

_____ 9. To the maximun extent appropriate, handicapped children should be educated with children who are not handicapped.

_____ 10. Parents are entitled to examine all their children's records.

MEHP 1/16/78

WORKSHOP EVALUATION

1.	The organization of the workshop was:	Outstanding 7 6 5 4 3 2 1 Poor
2.	The primary task of the workshop was:	Very Clear 7 6 5 4 3 2 1 Vague
3.	The work of the manager was:	Outstanding 7 6 5 4 3 2 1 Poor
4.	The ideas and activities presented were:	Very Interesting 7 6 5 4 3 2 1 Dull
5.	The scope (coverage) was:	Very Thorough 7 6 5 4 3 2 1 Inadequate
6.	My attendance at this workshop should prove:	Very Profitable 7 6 5 4 3 2 1 No Value
7.	Overall, I consider this workshop:	Outstanding 7 6 5 4 3 2 1 Poor
8.	Do you feel a need for additional information about the topic?	1. Yes 2. No

The stronger features of the workshop were: _____

_____

_____

_____

The weaker features were: _____

_____

_____

_____

What additional training do you need? _____

_____

_____

_____

Any additional comments you wish to make can be written on the reverse side.

ROBERT R. MOTON MEMORIAL INSTITUTE

MOTON EDUCATION FOR THE HANDICAPPED PROGRAM
2001 S Street, N.W., Suite 601
Washington, D.C.

Attendance Roster For Workshop Training

Workshop Manager: _____

Place: _____
Date: _____

Name	Title	Address of Agency you represent